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AUTHOR Adams, Ronald D.
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ABSTRACT

Data obtained through Western Kentucky University's Teacher Preparation Evaluation Program were analyzed to identify changes in teachers' perceived problems, concerns, and classroom behavior over a six-year period. Data were collected from teachers at four points: during the student teaching experience, and near the end of the first, third, and fifth years of teaching. Participants in the first cycle were obtained from the 1972 student teacher population. Starting with Cycle VI (1977), participants were choosen to increase the initial sample size and to reflect desired characteristics, particularly secondary level subject matter preparation. The data selected were from self reports, direct classroom observation, and ratings by students, peers, and supervisors. Findings indicated that teachers at all levels tended to regard student discipline and motivation as major problems in meeting their professional obligations. While concern about the impact of instruction on students was high for all teachers, it was of more concern for elementary inservice teachers than for secondary inservice teachers. The opposite was true for preservice and beginning teachers, in whom concern about their own teaching performance was highest. Differences in verbal interaction patterns emerged between elementary and secondary school teachers, and remained relatively constant across teaching levels. As teachers gained experience, they tended to perceive an increase in problems with pupils, administrators, and parents, while at the same time their concern about themselves as teachers was decreasing. They tended to have increasing concerns about instructional tasks even though their classroom teaching behavior greatly improved, particularly between the first and third years of teaching. (JD)

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Teacher Development: A Look at Changes in Teacher Perceptions Across Time

Ronald D. Adams

Western Kentucky University

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Presented at the Annual Meeting of the
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Introduction

Interest in the early development of teachers has increased recently as the education profession wrestles with issues related to accreditation of teacher education programs, certification of beginning teachers, expanded or extended teacher preparation, and inservice education for new teachers. Studies of the induction process, from university settings into beginning teachers' classrooms, have appeared frequently in the literature over the past three to four years. For example, the May-June 1981 issue of the Journal of Teacher Education was devoted primarily to articles on the topic of beginning teacher socialization. These articles presented issues (mostly problems) associated with the induction or transition of teachers from teacher education programs and student teaching into the first year of teaching experience.

The importance of studying teacher development has been formally recognized by the education profession as evidenced by accreditation standards required by NCATE and recommended by NASDTEC. These standards state that evaluation of teacher education programs should be conducted that utilizes data collected both at the preservice level and after the graduate enters the teaching profession.

One of the few developmental studies of teacher education graduates that met the spirit and intent of the NCATE standards was begun at Western Kentucky University in 1972. Based on a model suggested by Sandefur (1972), the Western Kentucky University Teacher Preparation Evaluation Program (TPEP) systematically collected data on teachers at four points in their early development. The purpose of this paper is to present analyses of data obtained from the TPEP that relate to teacher development by investigating the change in teachers' perceived problems, concerns and classroom behavior over a six

year period beginning with student teaching and continuing through five years of teaching experience.

In analyzing teacher change across experience levels elementary and secondary teachers were considered separately and together. In addition, differences between elementary and secondary teachers were tested at each of the four experience levels.

Method

Participating teachers in the TPEP were obtained from the student teacher population at Western Kentucky University. The first five cycles (yearly samples) were selected by a stratified random procedure producing 20 elementary student teachers and 20 secondary student teachers. Student teachers were eligible as participants if:

1. They were residents of Kentucky for at least one year prior to entering the university.
2. They planned to teach in Kentucky after graduation.
3. They were enrolled in student teaching during the spring semester.

Student teachers in foreign language, school libraries, shop and agricultural settings were excluded.

Subsequent samples, Cycles VI through VIII, were purposefully chosen to increase the initial sample size and to reflect desired characteristics, particularly subject matter preparation at the secondary level. The number of student teachers had decreased by Cycle VI such that the latter three samples represented a larger percentage of the student teacher population than the previous five yearly samples.

Data were collected from participating teachers at four points: student teaching and near the end of the first, third, and fifth years of teaching experience. These data collection periods were labeled phases. Thus, Phase 1 consisted of student teachers, Phase 2, - first year teachers, Phase 3, - third year teachers, and Phase 4, - fifth year teachers.

Each student teacher who participated in TPEP was sent a follow-up questionnaire in September or early October to determine his/her employment status. Non-respondents were contacted by telephone to obtain this information. The follow-up samples consisted of those student teachers who were employed as teachers in the state of Kentucky or within a 120 mile radius of the university campus. A similar questionnaire procedure was sent each year to each participant to maintain contact over the five year follow-up period.

Table 1 presents the sample size for each phase for each cycle. From a total of 152 student teachers in Cycle I through Cycle IV, a total of 53 remained at the end of Phase 4 as fifth year teachers. However, it should be noted that no account was made for teachers who left teaching during the six years and returned at a later time. If a participant left teaching during the six year period from student teaching to the fifth year, they were dropped from the program.

The data collected by TPEP were from numerous sources; self report data, direct classroom observations by trained observers, student ratings, and peer and supervisor ratings. The data selected for this report were from the self report battery of instruments and direct classroom observation. Specifically, the perceived problems of teachers, teacher concerns, and teacher classroom behavior were analyzed across experience levels.

TABLE 1

Number of Teachers Who Remained in the Study Sample Over a Seven-Year Period

Cycle	Level	Phase 1 Student Teaching	Phase 2 1st Year Teaching	Phase 3 3rd Year Teaching	Phase 4 5th Year Teaching
Cycle I (1972)	Elementary	20*	15*	10*	6
	Secondary	18	7	3	3
Cycle II (1973)	Elementary	20*	13*	7	6
	Secondary	20	8	5	4
Cycle III (1974)	Elementary	19*	16*	14	11
	Secondary	17	9	8	7
Cycle IV (1975)	Elementary	18*	14	9	8
	Secondary	20	6	6	7
Cycle V (1976)	Elementary	20	12	8	No data for Cycle V Cycle VI Cycle VII Cycle VIII
	Secondary	20	5	6	
Cycle VI (1977)	Elementary	36	22	17	
	Secondary	35	10	10	
Cycle VII (1978)	Elementary	33	18	No data for Cycle VII Cycle VIII	
	Secondary	18	10		
Cycle VIII (1979)	Elementary	61	17		
	Secondary	72	10		
Total	Elementary	227	127	65	31
	Secondary	220	65	38	21

* No TCC data available for these participants.

Findings

The assessment of teacher change was viewed from three perspectives: 1) the change in teachers across experience levels; 2) the change in teachers across yearly samples, and 3) the difference between elementary teachers and secondary teachers at each experience level. Two of the variable sets, teacher perceived problems and direct classroom observation, allowed for longitudinal analyses of data; that is, analyzing data on the same teachers across the six year span comprising student teaching and first, third and fifth years of teaching experience. As can be observed from Table 1, n-sizes for these analyses were small with 31 elementary teachers and 21 secondary teachers remaining in Cycles I through IV at the end of five years. However, the longitudinal nature of these data provided a unique view of teacher change.

The teacher concerns data set was not complete due to the late inclusion of this instrument into the TPEP self-report battery of instruments (The Teacher Concerns Checklist was included in 1976). Thus, only a cross sectional analyses of these data were possible.

The longitudinal analyses were accomplished through a two way analysis of variance with repeated measures (Jennrich and Sampson, 1977), while the cross sectional analyses employed a one way analysis of variance (Kim and Kohout, 1975). The difference between elementary and secondary teachers was assessed via t-tests for independent groups (Nie, et al., 1975).

Each of the three areas are discussed separately in the following sections. It should be kept in mind that the longitudinal analyses utilized data obtained from Cycles I through IV, while the cross sectional analyses utilized data collected across all cycles; but at different phases.

Teacher Perceived Problems

Perhaps the most well known research into teacher perceived problems has been conducted at the Ohio State University utilizing the Teacher Problem checklist (Cruickshank, et al. 1975; Cruickshank, 1982). Findings from this study suggested that teachers reported problems with support from administrators and other teachers, student motivation and control, teaching skills, and attitudes, perceptions and rapport with students and parents. These findings led to two conclusions by the researchers. The first was that teacher problems consisted of role-related strivings which the teacher either never encountered or was unprepared for. The second conclusion was that teacher problems were not unlike problems identified by people in general, but may be interpreted differently because of internalized human "teacher" needs making goals more difficult to attain.

Recent research in the area of teacher stress has resulted in the identification of problems contributing to teacher stress. A number of investigators have begun to examine specific stressors peculiar to the teaching profession (Cichon and Koff, 1978; Feshback and Campbell, 1978; Harmer, 1979; Kyriacon and Sutcliffe, 1978; Meza and Elliott, 1981; Blackwell, 1981; Martray and Adams, 1981). Although a number of specific stressors have been explored, those which appeared most consistently were in the general categories of student conduct and discipline, misbehavior and poor student attitude, personal teaching competence, and disagreement with supervisors and/or peer teachers.

Studies by Kyriacon and Sutcliffe (1978), Harmer (1979), the New York State United Teachers' Research and Education Services (1979) and Schnacke, Martray and Adams (1982) detected a trend revealing a decline in perceived stress as well as stressful incidents with the increase in teachers' age.

The New York study and the Schnacke, et al. study reported the greatest incidence of stress in the 31 to 40 age group. The Schnacke, et al. study also reported the next highest stress group was the 20 to 26 year group with the highest stressors occurring in the areas of management conflict and personal security.

The data collected in the Teacher Preparation Evaluation Program allowed for the longitudinal study of many of these teacher reported problems. To determine if teachers perceptions of problems associated with teaching changed as experience was gained, TPEP participants were asked to respond to a series of twelve potential problem areas at each phase of data collecting. These items were contained in the Teacher Preparation Evaluation Inventory (TPEI), an instrument developed by the TPEP staff and revised by the CEMREL, Inc. evaluation staff.*

The twelve problem areas from the TPEI were as follows:

1. Developing rapport with students
2. Teaching physically handicapped students
3. Teaching disrespectful students
4. Teaching students of different socio-economic levels
5. Maintaining discipline
6. Relevance of material from students' point of view
7. Faculty relationships
8. Relationship with administrator
9. Parent relationships
10. Motivating students
11. Self-evaluation of teaching
12. Knowledge and use of outside resources to enhance the teaching/learning process.

* At the time TPEP was being planned, Western Kentucky University was working on a joint project with CEMREL, Inc. and the revision of the TPEI was a complimentary service provided by CEMREL.

Each item was responded to on a four point scale of Severe (1), Substantial (2), Little (3), or None at all (4). Thus, the lower the value, the more severe the problem was perceived.

The three problems that were rated as most severe by all teachers across all phases were item 10, "motivating students," item 3, "teaching disrespectful students' and item 5, "maintaining discipline," respectively (see Table 2). These findings are consistent with other studies reporting student control as a major problem of teachers. However, faculty, administrator, and parent relationships were not reported as major problems, a departure from findings reported from other studies. A possible explanation of this lack of perceived problem with administrator and parents may be due to differences found across phases and will be discussed later.

Since data from the twelve problem items were collected across the four phases (experience levels) for Cycles I through IV, repeated measures analyses of variance was conducted for each item. These analyses were conducted for the elementary, secondary and total samples. Summary results of these analyses appear in Appendix A. Five items produced significant mean changes across phases at the .05 level of confidence. To better visualize these changes, graphs were constructed showing the mean changes from Phase to Phase (see Figures 1 through 5).

The perceived problem "student rapport" was significant for the total group analyses. The similarity between patterns for elementary and secondary teachers suggest that change in this variable is consistent for all teachers. Student rapport was perceived as more of a problem as teaching experience increased through the third year. There may be a slight decrease in this perception by the fifth year of teaching. However, this trend was not tested for significance. There were no differences between elementary and secondary samples at any phase for the student rapport.

Table 2

Means of Teachers' Perceived Problems For All Teachers At All Phases

Number	Item	$\bar{X}$	Mean Rank
1	Developing rapport with students	3.402	9
2	Teaching physically handicapped	3.422	10
3	Teaching disrespectful students	2.739	2
4	Teaching students of different SES	3.054	6
5	Maintaining discipline	2.822	3
6	Relevance of material	2.965	4
7	Faculty relationships	3.612	12
8	Administrator relationships	3.585	11
9	Parent relationships	3.361	8
10	Motivating students	2.648	1
11	Self-evaluation of teaching	3.017	5
12	Knowledge of outside resources	3.080	7

STUDENT RAPPORT

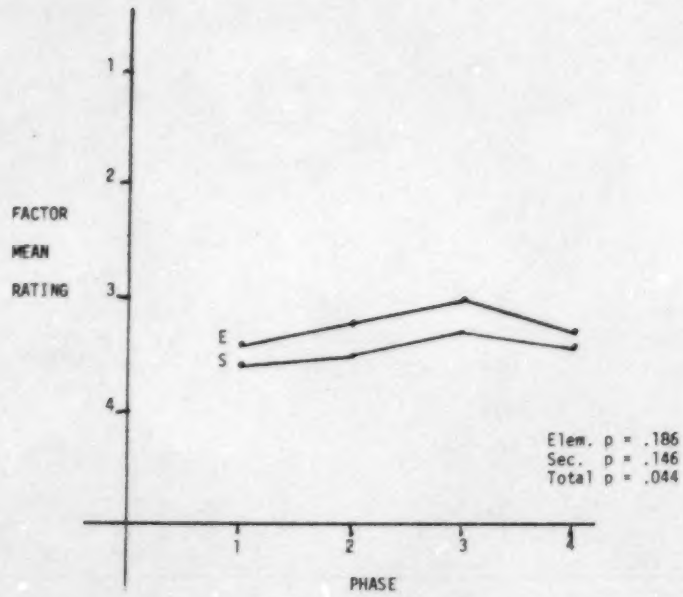
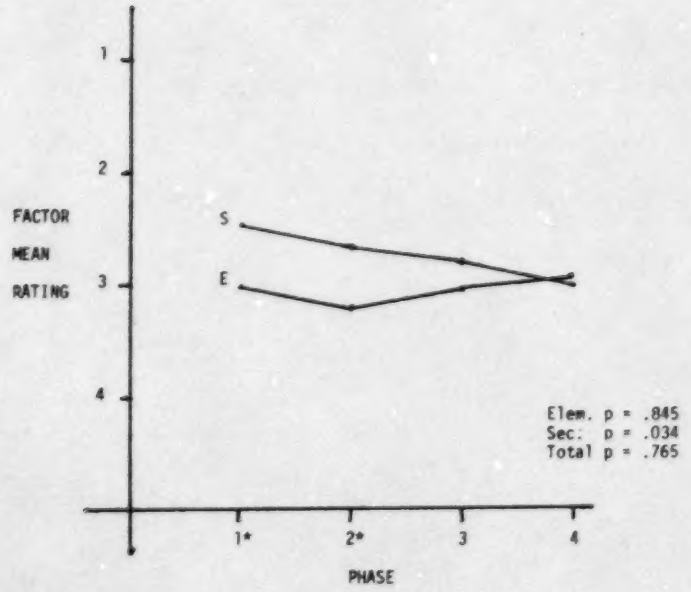


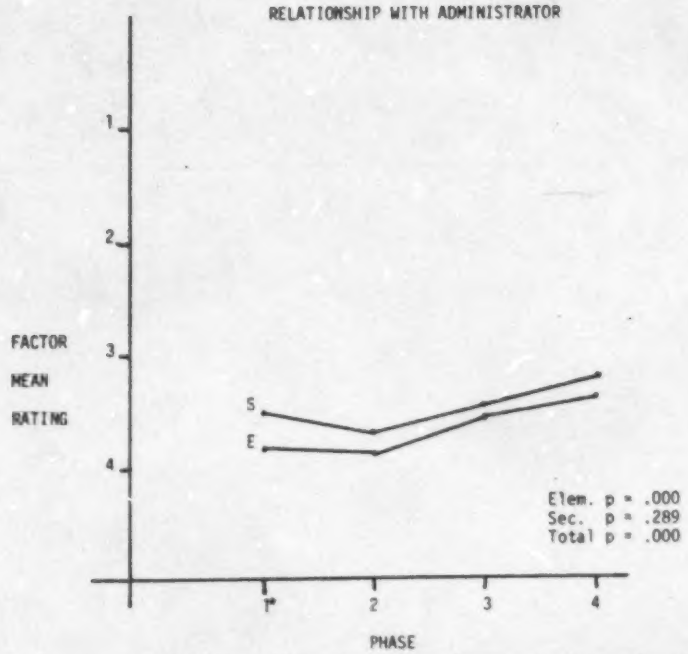
Figure 1: Mean Differences Across Phases for the Teacher Perceived Problem: Student Rapport

RELEVANCE OF SUBJECT MATTER



* Significant difference between elementary and secondary teachers $p < .05$

Figure 2: Mean Differences Across Phases for the Teacher Perceived Problem: Relevance of Subject Matter



* Significant difference between elementary and secondary teachers $p < .05$

Figure 3: Mean Differences Across Phases for The Teacher Perceived Problem: Relationship with Administrator

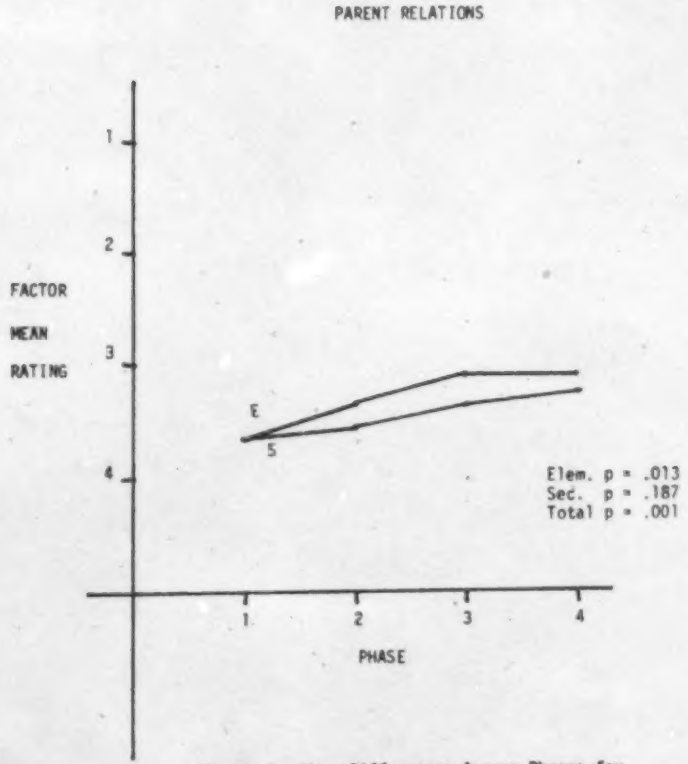


Figure 4: Mean Differences Across Phases for the Teacher Perceived Problem: Relationship with Parents

KNOWLEDGE OF OUTSIDE RESOURCES

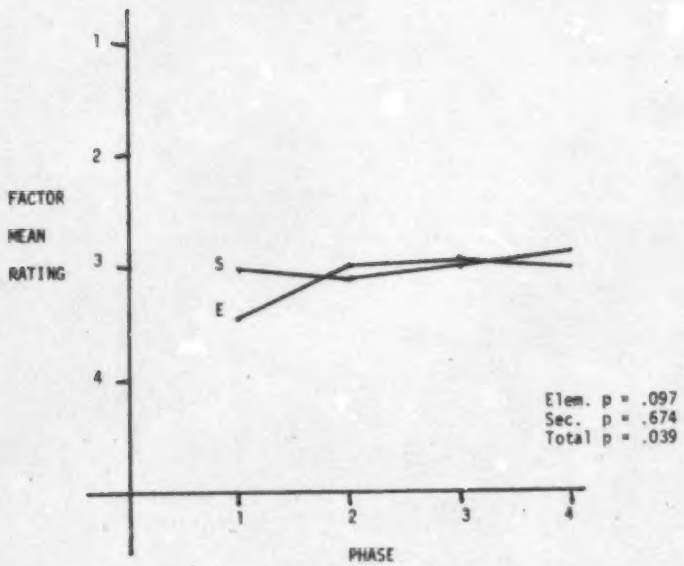


Figure 5: Mean Differences Across Phases for the Teacher Perceived Problem: Knowledge of Outside Resources

The second significant finding was a difference across experience groups for the secondary sample on the variable "relevance of subject matter." Secondary teachers had a linear increase across mean scores, indicating a decrease in level of perceived problems with this variable. The elementary sample produced no significant mean differences across phases nor were there significant differences for the total group. Elementary and secondary participants differed at the student teaching and first year of experience levels with secondary participants reporting the more severe problems. Figure 2 contains the graphic presentation of these differences.

Figure 3 depicts the relationship between the teacher perceived problem of "administrator relationships" and experience level. The elementary sample and total sample mean differences were significant beyond the .05 level. The secondary sample followed a similar pattern as for elementary teachers for Phases 2 through 4. However, there was a difference in means at the student teaching phase with secondary student teachers perceiving more problems than the elementary student teachers. The general pattern was for teachers to increase in the severity of perceived problems with administrators over experience levels. Findings from the teacher stress literature suggests this increase may continue well into the teachers' career.

A pattern of increasing severity of perceived problems was also found for "parent relationships." While the only significant difference between elementary and secondary teachers was found at the student teaching level, secondary teachers' mean ratings were above elementary teachers' mean ratings for "administrator relationships." The reverse was found for "parent relations." No significant differences were found between elementary and secondary samples at any phase for parent relations. Figure 4 contains the graphic representation of these mean differences.

The final area where a significant difference was noted over experience levels was "knowledge of outside resources." This difference was significant when the two groups were analyzed together. The similarity between elementary and secondary teachers is not as evident from Figure 5 as for previous analyses. When viewing the graphs, the elementary sample appears to increase sharply from student teaching to first year. However, the difference between elementary and secondary teachers did not reach the .05 level of significance at the student teaching period ($p = .072$). The general tendency was for an increase from student teaching to fifth year of teaching experience in the severity of "knowledge of outside resources" as a problem.

Significant differences were noted between elementary and secondary samples for three additional variables for which no significant difference was found across Phases. "Teaching disrespectful students" was seen as more of a problem for first year secondary teachers than for their peers at the elementary level. Interestingly, a reversal was found at Phase 4 for "teaching students of different socio-economic status." Fifth year elementary teachers viewed this problem as significantly greater than fifth year secondary teachers. "Faculty relations" were perceived as more of a problem by secondary student teachers than by elementary student teachers.

The only problem area that was perceived to decrease over experience levels was "relevance of subject matter" for secondary teachers. Teacher perceptions of problems with student, administrator, and parent relationships increased over the experience levels. Data from teachers' perceived problems suggest that as teachers mature in teaching their problems in some areas change, while others remain stable. Aspects of teaching that involve student control and motivation are perceived as the greatest problems for teachers at both levels and across all experience levels. Those aspects of teaching that

involve human relations, i.e., student, administrator and parent appear to increase as problems as teachers gain experience. The three items that did not directly deal with human relations, i.e., relevance of material, self-evaluation, and knowledge of resources, had mixed analyses. Relevance of material seemed to be more of a problem for secondary teachers during the early stages of development, but decreased as experience was gained to about the same as that of elementary teachers. Self evaluation was consistent across all phases. Knowledge of outside resources appeared as a more mixed pattern between elementary and secondary teachers, but generally had an increase in severity, particularly, for elementary student teachers.

Teacher Concerns

Francis Fuller and her colleagues at the Research and Development Center for Teacher Education, The University of Texas, began the study of teacher concerns in the late sixties and early seventies (Fuller, 1969; Fuller and Case, 1970; Parsons and Fuller, 1972; Fuller, Parsons and Watkins, 1973; George, Borich and Fuller, 1974). From these early studies Fuller developed a teacher concerns theory which was related to teacher development.

This theory preported that teachers move through three stages of concern as experience is gained. Concern about how others see them as teachers was thought to be higher among beginning teachers. As experience is gained, teachers were thought to decrease in self concern and increase in concern with teaching tasks. High concern for the impact of instruction on pupils was believed to be a characteristic of the mature teacher.

The Teacher Concern's Checklist (TCC) was an outgrowth of Fuller's and others' research and was developed to assess the three dimensions of teacher concern. George (1978) conducted a factor analyses of data obtained from the 56 item TCC and suggested three factors that supported the self, task, and impact concerns constructs. This study was replicated by Adams, Hutchinson, and Martray (1980), but in their analyses grade level and experience was considered. Six factors were found that supported the self, task, and impact concerns constructs. They were as follows:

Factor S_a - Self concern about adult perceptions

Factor S_p - Self concern about pupil perceptions

Factor T_i - Task concerns as related to instruction

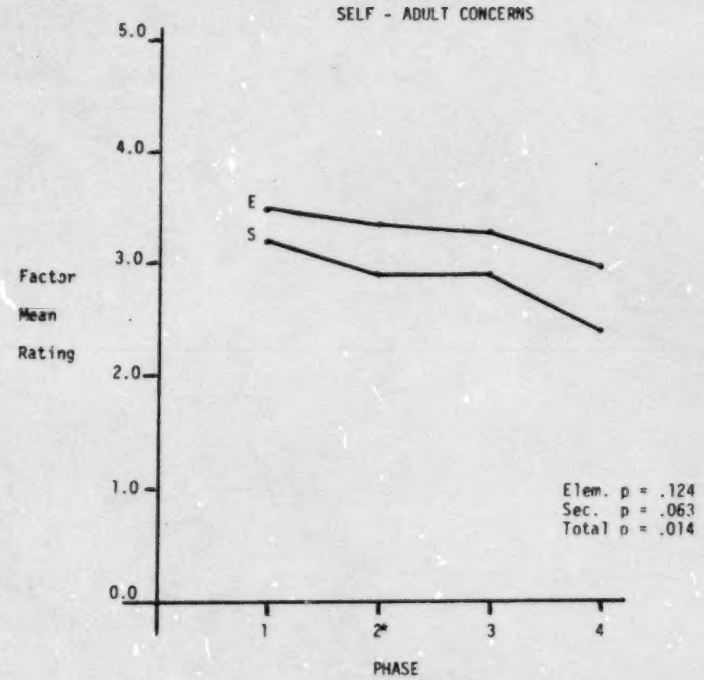
Factor T_d - Task concerns as related to discipline

Factor I_a - Impact concerns as related to pupils' academic well-being

Factor I_e - Impact concerns as related to pupils school environment

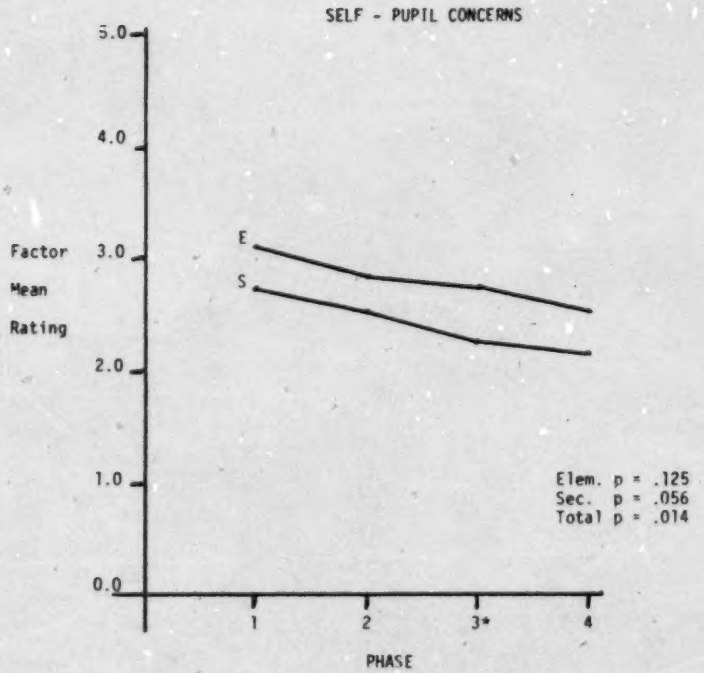
The S_a, T_i, and I_a factor solutions were for the most part the same factors found by George (1978). The T_d, task discipline factor, appeared in George's analyses, but was not reported as a factor related to Fuller's theory. The remaining factors S_p, self concerns about pupil perceptions, and I_e, impact concerns about school environment, did not appear in the George study (see Appendix B).

The TCC was added to the self report battery of instruments in 1976, therefore, data from the TCC were not collected for all phases of Cycles I through IV. Thus, a cross-sectional analysis was accomplished by a one-way analysis of variance for each of the six TCC factors utilizing data obtained from the total TPEP sample (see Appendix A). This of course meant that, for the most part, the experience groups were composed of different students unlike the repeated measures analyses. Graphs of mean difference across phases were also constructed for the TCC data (see Figures 6 through 11).



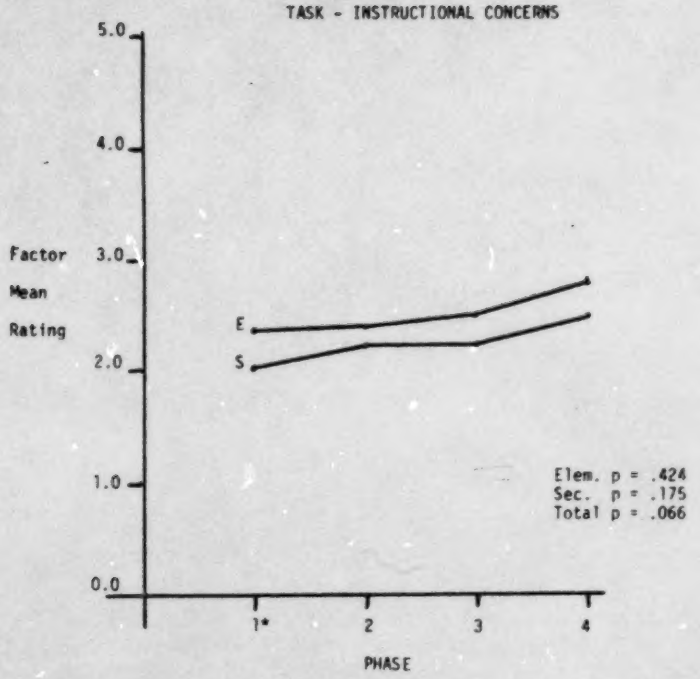
* Mean differences between elementary and secondary teachers significant beyond the .05 level

Figure 6: Mean Differences Across Phases for the Self - Adult Concerns Factor



* Mean differences between elementary and secondary teachers significant beyond .05 level

Figure 7: Mean Differences Across Phases for the Self-Pupil Concerns Factor



* Mean differences between elementary and secondary teachers significant beyond the .05 level

Figure 8: Mean Differences Across Phases for the Task-Instructional Concerns Factor

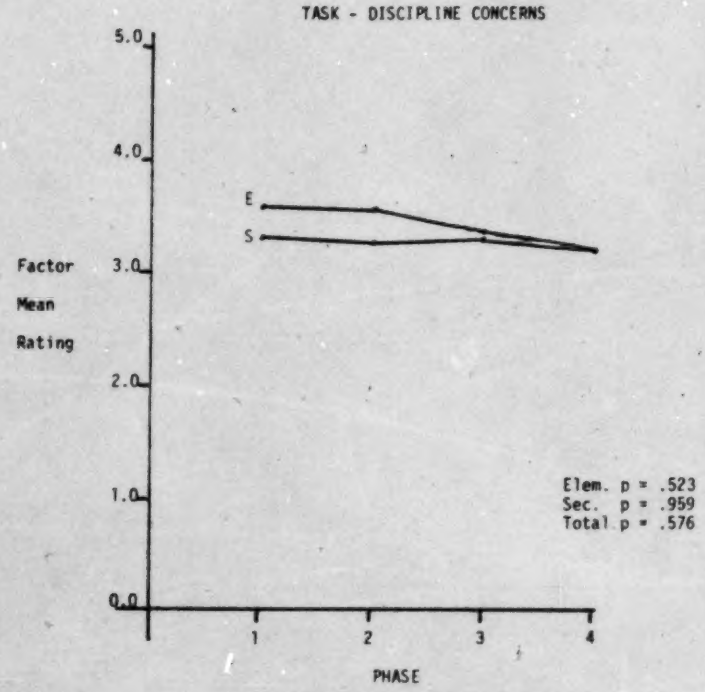
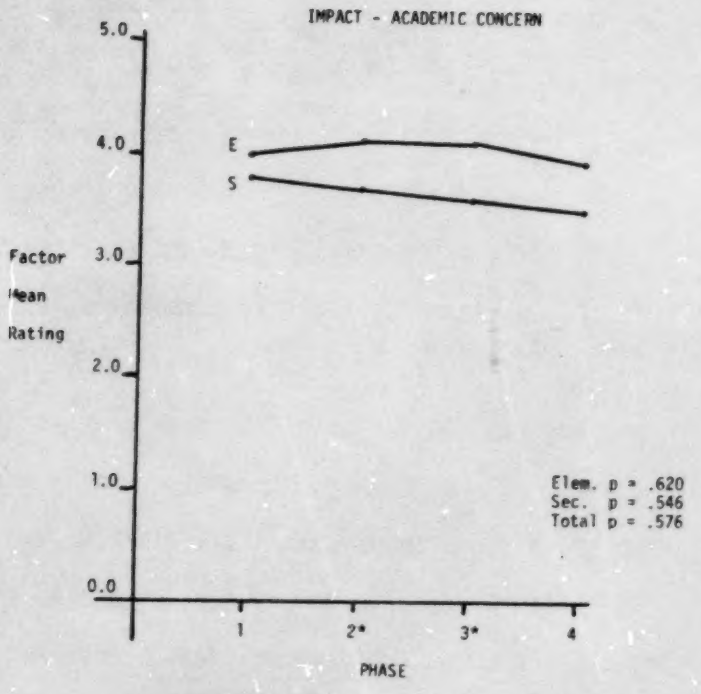


Figure 9: Mean Differences Across Phases for the Task - Discipline Concerns Factor



* Mean differences between elementary and secondary teachers significant beyond the .05 level

Figure 10: Mean Differences Across Phases for the Impact-Academic Concern Factor

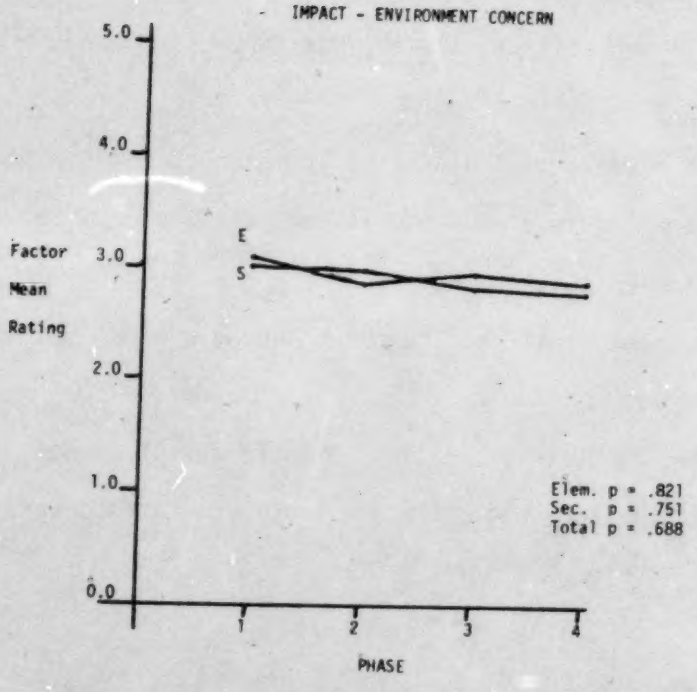


Figure 11: Mean Differences Across Phases for the Impact - Environment Concerns Factor

In general, these analyses support Fuller's model of teacher concerns for the self and instructional task concerns with self concerns decreasing across experience levels (Figures 6 and 7) and task concerns increasing across experience levels (Figure 8). The discipline task concern and the impact concerns analyses of data produced no significant differences across experience levels (Figures 9 through 11).

The self-adult concern and the self-pupil concern factors had a significant decrease across phases when the elementary and secondary samples were combined. While the pattern of mean differences were similar, there was a significant difference between elementary and secondary samples at the first year level of experience for self-adult concerns and at the third year for self-pupil concerns. The secondary sample was consistently below the elementary sample at all experience levels in self concern.

Neither of the task concerns factors attained a significant mean difference at the .05 level for the elementary or secondary samples. But when the total group was analyzed the probability of a mean difference approached significance ($p = .066$) for the task instructional concern factor. This was interpreted as a tendency for teachers to increase in instructional concerns across experience levels (see Figure 8). A significant difference between elementary and secondary student teachers was found for the instructional task concern factor with elementary student teachers having a greater concern than secondary student teachers.

No difference was found for task-discipline concerns across phases. It appeared that for both elementary and secondary teachers, task concerns were high for all phases (see Figure 9).

Impact concerns did not change across phases for either the elementary, secondary or total groups. Elementary teachers had higher academic impact concerns than did secondary teachers at the first and third years of experience. One interpretation of this difference between elementary and secondary teachers may be their orientation toward teaching. Elementary teachers may be more oriented toward the student while secondary teachers may have more of a subject orientation. Elementary teachers as a rule have the same students all day and are responsible for all subjects. Secondary teachers generally have responsibility for teaching only one subject area to many students with contact limited to one or two hours a day.

The academic impact concerns was the highest of all concerns among both elementary and secondary teachers. This may have been due to the nature of the questions which asked teachers if they were concerned with student academic success and well being -- something all teachers responded to as a high concern--it may have been perceived as "unteacher-like" not to. If impact concerns do differ across experience levels, the TCC does not appear to be sensitive to these differences. Also, there may be an error in Fuller's theory about impact concerns being mostly characteristic of mature teachers. All teachers may have high concerns about pupil impact; at least within the first five years of experience.

Classroom Behavior

The rise of direct classroom observation to study effective teaching has been well established, particularly during the 1970's (Rosenshine and Furst, 1971, 1973; Soar and Soar, 1973; Dunkin and Biddle, 1974; Brophy and Evertson, 1976; Medley, 1977). This process/product line of research into effective teaching has just begun to establish verifiable relationships among variables of teacher behavior, student behavior and student outcome measures.

At the time Sandefur (1972) conducted his review of the teacher effectiveness literature much of the studies in teacher effectiveness were either just beginning or were not yet conducted. Thus, the review was somewhat dated at the time of its completion given the proliferation of research that was to come afterwards. The classroom observation system recommended by Sandefur and adopted by the TPEP were the Classroom Observation Record by Ryans (1960) and a modification of the interaction analysis system developed by Flanders (1965). Both of these systems had a research basis and were proported to assess effective teaching. Since a principle characteristic of TPEP was the longitudinal collection of data on graduates, these two systems remained as a major component of the TPEP.

While some may argue the merits and demerits of these two observation systems, they have provided two distinct types of observational data that have been systematically collected over a six-year period on teachers, and provides one of the few sets of longitudinal data obtained from direct classroom observation available for study. This section presents the results of the analyses of these data.

The COR consisted of 22 items determined by Ryan (1960) to be important dimensions of teaching. Four items were student behavior and 18 items were teacher behavior. Observers rated each item on a 1 to 7 scale utilizing a glossary to define each item in behavioral terms. Interobserver reliability of .75 or greater was maintained at each data collection period. Two separate observations using the COR were made at each phase and the mean rating from the two observations was computed for each item.

Previous analyses by Adams and Shiek (1978) determined that four factors were measured by the COR. They were as follows:

Factor A Organized/Systematic Teacher Behavior

Factor B Affective Oriented Teacher Behavior

Factor C Student Behavior

Factor D Surgent/Stimulating Teacher Behavior

Appendix B contains the COR items comprising the factors. These four factors were selected for analyses as part of this paper.

The CIAS consisted of a 19 category interaction analysis system. Classroom behavior was observed for two separate 20 minute periods by trained observers. The traditional recording approach suggested by Flanders (1961) was utilized where behavior was recorded every three seconds or every time the behavior changed.

Eight variables were computed from the CIAS data:

1. Little i/d - pure indirect to direct teaching ratio
2. Big I/D - global indirect to direct teaching ratio
3. Teacher Talk/Total - proportion of teacher talk
4. Student Talk/Total - proportion of pupil talk
5. Lecture/Total - proportion of lecture
6. Indirect/Total - proportion of pure indirect teaching
7. Direct/Total - proportion of pure direct teaching
8. Student Q/Student R - ratio of student questions to student responses

Appendix B contains a more detailed description of these variables to include a description of the 19 categories of the CIAS.

To address the issue of changes in teacher classroom behavior across the four experience levels and four samples, (Cycle I through Cycle IV) a two-way analysis of variance with repeated measures technique was applied to the COR factor scores and the CIAS variables. This analysis procedure was conducted for elementary and secondary participants separately and a summary of results are contained in Appendix A.

The analyses of classroom behavior generally suggested that both elementary and secondary teachers change in classroom behavior across experience levels when trained observer judgments (ratings) were considered using the COR. The most dramatic change occurred between the first and third years of teaching experience with more positive (desirable) behavior occurring at the third year. No differences across experience levels were found for variables obtained across teacher and student behavior classifications of the CIAS (actual count of behavior occurrences). However, there were differences between elementary and secondary teachers on both types of observation data.

To better interpret the COR analyses, graphs were constructed for the elementary and secondary teacher data which present COR factor means across experience groups. From Figures 12, 13, 14, and 15 the relationship of the teacher factor score means to experience levels suggests a positive and somewhat dramatic increase between the first year of teaching experience and third year of teaching experience for both elementary and secondary teachers. The elementary teachers have a similar pattern for the student behavior factor, but the secondary sample data failed to reach significance for this variable.

An important aspect of these analyses was the relative similarity between samples obtained over the four years (1972 to 1975). There were no significant main effect differences noted across samples or significant cycle/phase interaction effects at the .05 level of confidence. These findings

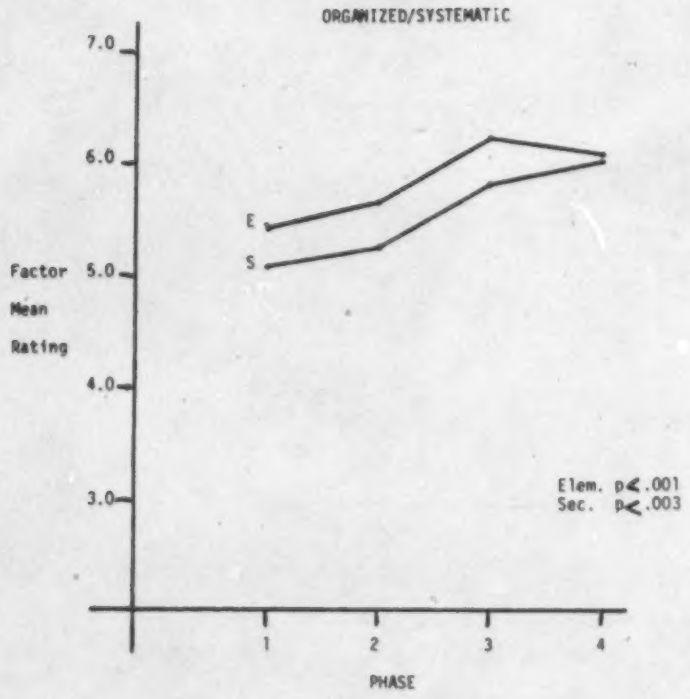


Figure 12: Elementary and Secondary TPEP Teachers By Levels of Experience for COR Factor A

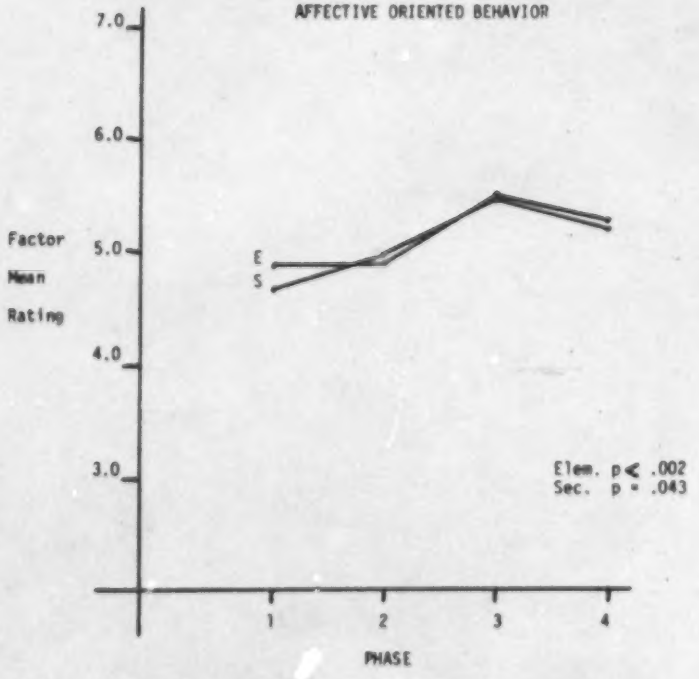
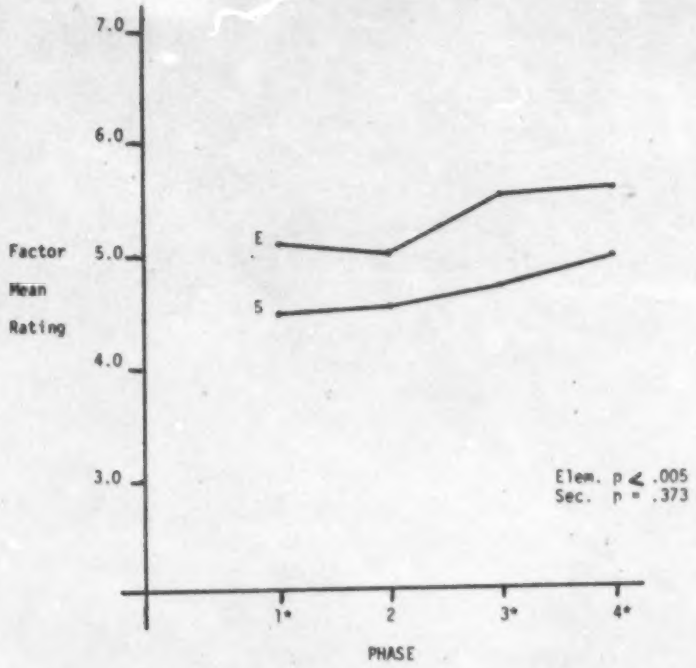


Figure 13: Elementary and Secondary TPEP Teachers By Levels of Experience for COR Factor B

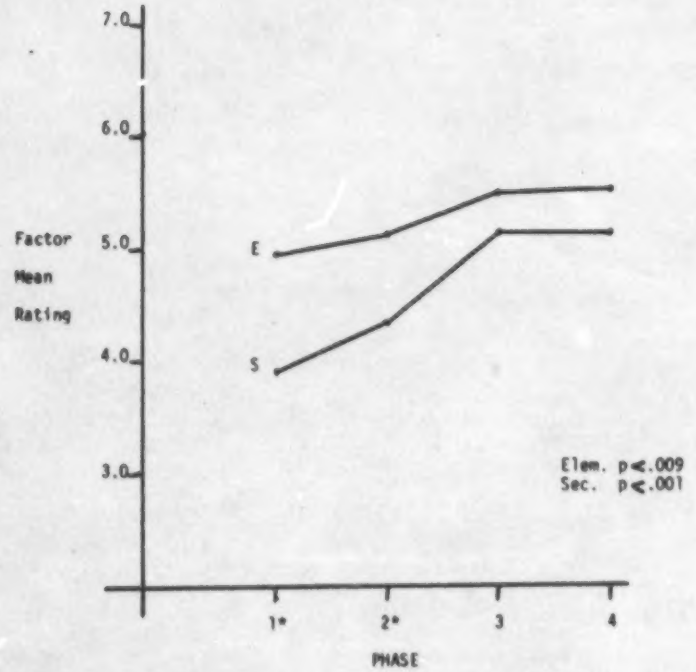
STUDENT BEHAVIOR



* Significant Difference Between Elementary and Secondary Sample, $p \leq .05$

Figure 14: Elementary and Secondary TPEP Teachers By Level of Experience for COR Factor C

SURGENT/STIMULATING STYLE



* Significant Difference Between Elementary and Secondary Sample, $p \leq .05$

Figure 15: Elementary and Secondary TPEP Teachers by Levels of Experience for COR Factor D

suggest teachers do change in teaching behavior particularly between the first and third years of teaching. While no tests of significance were applied to determine if a significant difference occurred between the third and fifth years, there was a tendency for both elementary and secondary teachers to decrease in "affective" oriented behavior at the fifth year.

Secondary teachers consistently remained below elementary teachers in the COR factor score means, however, only for "student behavior" and "surgent/ stimulating style" were there significant differences found. For the student behavior factor, COR Factor C, the differences occurred at student teaching and the third and fifth years of teaching. The factor surgent/stimulating style, COR Factor D, produced significant differences between elementary and secondary teachers for student teaching and during the first year of teaching.

Similar analyses were conducted for the eight variables obtained from the CIAS data. No significant main effect differences were found for any of the CIAS variables either across experience levels or across sample. This lack of change was observed for both elementary and secondary samples and suggests teachers interactive style does not change with experience. One interaction effect was found significant for the elementary sample on the variable "direct to total." However, this finding was interpreted as not meaningful in light of the lack of additional supporting findings.

Significant differences did emerge when elementary teacher CIAS variables were compared to secondary teacher CIAS variables. The little i/d mean scores were influenced by extreme scores in Phase 1 and Phase 2 for the secondary sample thus making comparisons non-meaningful. The remainder of the analyses strongly suggest that elementary teachers are more student oriented in their

verbal classroom behavior as they demonstrate a greater proportion of indirect behavior and solicit a greater amount of student talk. Yet, while being student oriented, they were more structured than secondary teachers through giving more directions, corrective feedback, and criticism (dir./total).

Secondary teachers were more subject oriented as evidenced by the larger proportion of lecture. However, they solicited more student questions than did elementary teachers suggesting a more interactive style of teaching.

The interesting aspect of these analyses were their consistency across all experience levels. With few exceptions the difference between verbal interaction patterns of elementary and secondary teachers remained relatively constant from student teaching through the fifth year of teaching experience. Table 3 contains these analyses.

Table 3

T-Test Analyses of CIAS Variables for Elementary vs. Secondary TPEP Participants By Experience Levels

IA	Phase 1			Phase 2			Phase 3			Phase 4		
	$\bar{X}$	S	P	$\bar{X}$	S	P	$\bar{X}$	S	P	$\bar{X}$	S	P
Little ID												
Elem.	.899	.701	.136	.713	.393	.001	.781	.478	.044	.957	.670	.012
Sec.	2.447	5.936		2.080	2.238		1.190	.942		1.780	1.593	
Big ID												
Elem.	.887	.356	<.001	.815	.359	.115	.939	.382	.004	.871	.342	.008
Sec.	.503	.313		.636	.424		.593	.413		.592	.358	
Lecture/Total												
Elem.	.144	.098	<.001	.138	.076	<.001	.162	.139	<.001	.161	.090	<.001
Sec.	.332	.192		.307	.189		.339	.198		.375	.177	
Ind./Total												
Elem.	.095	.040	.002	.093	.044	.053	.096	.037	.012	.106	.040	.009
Sec.	.060	.032		.068	.041		.070	.026		.077	.031	
Dir./Total												
Elem.	.138	.064	<.001	.144	.053	<.001	.146	.056	<.001	.155	.127	.016
Sec.	.071	.054		.076	.065		.082	.049		.076	.064	
Teacher Talk/Total												
Elem.	.503	.100	.214	.494	.106	.027	.495	.114	.070	.536	.089	<.001
Sec.	.556	.202		.589	.193		.576	.199		.677	.136	
Student Ques./Response												
Elem.	.111	.145	.001	.126	.164	<.001	.098	.162	.029	.081	.116	<.001
Sec.	.292	.228		.391	.332		.209	.172		.400	.322	
Student Talk/Total												
Elem.	.298	.110	.003	.310	.147	.007	.326	.101	.005	.322	.097	.755
Sec.	.195	.111		.197	.118		.234	.116		.299	.420	

Summary

Two of the three variable sets analyzed in this study dealt with teachers' perception of problems and concerns, respectively. The first of those analyses provided a longitudinal view of teacher perceived problems over a six year period. The study of teacher concerns data was cross-sectional in nature, but provided information on teacher concern across similar experience levels as the perceived problems analyses. Using the findings from these analyses, patterns of teacher perceptions began to appear.

For both the teacher problem and teacher concern data, those items or factors that were of the highest severity or level of concern did not tend to change across experience levels. Teachers at all levels tend to regard student discipline and motivation as a major problem in meeting their professional obligations. This was true for both elementary and secondary teachers. A second area where concerns were high was with the impact of instruction on students, which was evident from the teachers instructional impact concern analyses and the problem area "relevance of material from students point of view." While the instructional impact concern was highest for all teachers, it was of more concern for elementary inservice teachers than for secondary inservice teachers. However, the opposite was true for preservice and new teachers for the "relevance of subject matter" problem area.

In closer analyses of these two variables, it became clearer that the teachers' concerns factor contained items of a more general orientation to student needs, i.e., student oriented (see Appendix B). The problem item "Relevance of subject matter from the students point of view" was obviously a more narrow focus on subject matter. This supports the notion that secondary teachers are more concerned with subject than elementary teachers and vice versa for student concern at least in the preservice and first years of teaching.

It should be noted, however, that a shift in perceived problems with relevance of subject matter occurred for the secondary sample indicating that secondary and elementary teachers become more similar in their perceptions at the third and fifth years.

In the areas where human relations were the focus, there appeared to be contradictory findings. The severity of problems with student rapport, administrator relations and parent relations appeared to increase over the experience levels. Yet, teachers concern about self both in regard to adult perceptions and pupil perceptions appeared to decrease over experience levels. Again, a closer look at specific items provided a plausible explanation of these apparent discrepancies.

The self adult factor contained items that were oriented toward supervisor evaluation and peer acceptance--a more specific focus than the general area of administrator or faculty or parent relations. Thus, it seems as teachers gain in experience, they have a decreasing concern about being evaluated by their supervisor and peers, but an increasing concern in the general area of administrator and parent relations.

A similar argument may be made for student rapport and the pupil self concern factor. The general problem area of student rapport appears to increase from student teaching at least through the third year of experience. However, the more specific teacher concern factor of being liked by students is a decreasing concern as experience is gained.

Finally, those areas that dealt with teacher tasks were somewhat consistent. Analyses of the teacher specific problem "knowledge of outside resources" and the more general instructional task concern factor provided evidence of an increase over the experience levels. These findings suggest that teachers concern for and perception of task related aspects of teaching, while not initially high, continue to increase with experience.

Fuller's (1969) concern theory appeared to be supported in regard to self concerns (at least as measured by the TCC) and task concerns, but not in regard to the impact concerns. Teachers at all levels appear to have high concern for the instructional impact on students.

The last variable set to be analyzed was the direct classroom observation data set. The CIAS variables did not change significantly for elementary or secondary subjects across experience levels. In fact, the relative differences between the two were remarkably similar across phases. However, these analyses did serve to point out the differences in teaching style between elementary and secondary teachers--a style that was evident even before teachers entered teaching and remained consistent throughout the five years of inservice teaching.

Elementary teachers were recorded as more indirect (child centered) and more structured (directive) than were secondary teachers. Secondary teachers lectured more but also solicited more student questions in relation to student responses, suggesting a more interactive style. These findings support the more child centered style of teaching by elementary teachers and the more subject matter approach by secondary teachers. This same difference in orientation was also supported by the higher concerns for instructional impact by elementary teachers.

The Classroom Observation Record provided four factors that allowed for judgments of "effective" teacher behavior. The longitudinal analyses of these factors produced changes across the experience levels. The greatest change was between the first and third years of teaching. Both elementary and secondary teachers had dramatic increases in organized/systematic behavior, affective teaching behavior, and surgent/stimulating teaching behavior. Elementary teachers also appeared to influence behavior in a more positive way as they gained teaching experience. While secondary teachers showed a tendency to increase desirable pupil behavior, the increase was not statistically significant.

When teachers leave the preservice program, enter the teaching field, and gain experience as teachers, they change in regard to some perceptions and behaviors but not others. Teachers change little in their perception of discipline and student motivation, concern for students' welfare, and style of teaching (student vs. subject orientation). As teachers gain experience, they tend to perceive an increase in problems with pupils, administrators, and parents at the same time their concern about themselves as teachers are decreasing. Teachers tend to have increasing concerns about instructional tasks even though their classroom teaching behavior greatly improves, particularly between the first to third years of teaching experience.

These findings have implications for Western Kentucky University's teacher education programs and local school administrators as well. Teachers appear to leave the university with a high concern about their abilities as a teacher. They also seem to have the most difficulty with teaching during the first year of teaching. Yet, there is no systematic effort to provide assistance to these new teachers in this critical period of transition. While no data were available on new teachers' assignments, informal conversations with teachers and administrators suggest that new teachers get the least desirable assignments both in teaching and extracurricular activities. This notion is supported by Pataniczek and Isaacson (1981) who stated, "If responsibilities of new teachers differ at all, the difference is that beginners usually are left with the most unpleasant tasks, the largest or most difficult classes, or the least desirable extracurricular assignments." Houston and Felder (1982) also expressed this concern:

> "A floundering first year teacher cannot provide a high-quality educational program for students. When a new teacher becomes frustrated, anxiety-ridden, and exhausted, the students and the entire profession suffer. New teachers must be inducted into the profession humanely, in ways that engender pride, openness, and increased professional competence and stature".

It would seem logical that education practice would be better served if teacher education and local school administrators were more aware of the problems facing new teachers and could provide a more supportive environment for transition into teaching.

After three to five years of experience, teachers demonstrate a general mastery of teaching that is evidenced in their systematic, affective, and stimulating style of teaching. The student classroom behavior generally improves, but remains as a high concern among teachers at all levels. The areas in which teachers tend to change is human relations. Teachers report increasing problems with administrator and parent relations. These problems apparently continue to increase for the next ten to twelve years (Schnacke, Martray, and Adams, 1982). It would seem, therefore, that inservice and graduate education beyond the first year of teaching should include instruction in the human relations field. It may be that colleges of education and local school administrators can influence the solution of teacher relations problems through early intervention and systematic inservice education.

The findings from this study may not be characteristic of teachers in general and may reflect the specific aspects of teachers prepared at Western Kentucky University. However, I suspect these findings are more representative than not of the way teachers change from preservice through five years of experience. Only through studies of this type will we be able to accurately document the early development of teachers.

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APPENDIX A

Table
Summary of Repeated Measures ANOVA across Phases for Teacher Perceived Problems Data

Problems	Phase 1, $\bar{X}$	Phase 2, $\bar{X}$	Phase 3, $\bar{X}$	Phase 4, $\bar{X}$	Prob.
Student Rapport					
Elem.	3.600	3.533	3.333	3.433	.186
Sec.	3.438	3.250	3.063	3.313	.146
Total	3.543	3.435	3.239	3.391	.044
TCH Phys. Handicapped					
Elem.	3.414	3.276	3.310	3.379	.795
Sec.	3.625	3.500	3.500	3.625	.998
Total	3.489	3.356	3.378	3.467	.847
TCH Disrespectful Stud.					
Elem.	2.807	3.032	2.774	2.807	.584
Sec.	2.333	2.600	2.667	2.600	.754
Total	2.652	2.891	2.739	2.739	.554
TCH Stud. of Diff. SES					
Elem.	3.200	3.133	2.900	2.700	.072
Sec.	3.313	3.188	2.938	3.313	.209
Total	3.239	3.152	2.913	2.913	.084
Maintain Discipline					
Elem.	2.633	2.967	2.767	2.900	.251
Sec.	2.933	2.600	2.933	2.867	.639
Total	2.733	2.844	2.822	2.889	.645
Relevance of Subj. Mat.					
Elem.	3.036	3.214	3.071	3.000	.845
Sec.	2.467	2.667	2.800	3.067	.034
Total	2.837	3.023	2.977	3.023	.765
Faculty Relationship					
Elem.	3.774	3.742	3.548	3.516	.184
Sec.	3.375	3.813	3.563	3.438	.288
Total	3.638	3.766	3.553	3.489	.152

Administrative Relation.					
Elem.	3.839	3.871	3.516	3.387	.000
Sec.	3.500	3.688	3.438	3.188	.289
Total	3.723	3.809	3.489	3.319	.000
Parent Relationship					
Elem.	3.655	3.345	3.104	3.138	.013
Sec.	3.625	3.563	3.375	3.250	.187
Total	3.644	3.422	3.200	3.178	.001
Student Motivation					
Elem.	2.897	2.828	2.690	2.552	.240
Sec.	2.533	2.467	2.467	2.400	.943
Total	2.773	2.705	2.614	2.500	.264
Self Evaluation					
Elem.	3.107	3.000	3.000	3.036	.975
Sec.	3.063	2.813	3.063	3.000	.247
Total	3.091	2.932	3.023	3.023	.662
Knowledge of Resources					
Elem.	3.464	3.000	2.964	3.036	.097
Sec.	3.063	3.125	3.000	2.875	.674
Total	3.318	3.045	2.977	2.977	.039

Table

Summary of Analysis of Variance across Data Obtained from Classroom Observation Record

Concerns	Phase 1, $\bar{X}$	Phase 2, $\bar{X}$	Phase 3, $\bar{X}$	Phase 4, $\bar{X}$	Prob.
Self-Adult					
Elem.	3.492	3.349	3.266	2.941	.124
Sec.	3.202	2.856	2.858	2.399	.063
Total	3.367	3.188	3.117	2.752	.012
Self-Pupil					
Elem.	3.099	2.818	2.772	2.559	.125
Sec.	2.775	2.555	2.236	2.177	.056
Total	2.960	2.732	2.576	2.426	.014
Task-Instruction					
Elem.	2.386	2.403	2.459	2.681	.424
Sec.	2.051	2.227	2.221	2.520	.175
Total	2.242	2.346	2.373	2.625	.066
Task-Discipline					
Elem.	3.487	3.464	3.375	3.196	.523
Sec.	3.320	3.283	3.345	3.200	.959
Total	3.415	3.405	3.364	3.198	.576
Impact-Academic					
Elem.	3.990	4.129	4.104	3.950	.620
Sec.	3.791	3.707	3.600	3.493	.546
Total	3.904	3.991	3.920	3.791	.576
Impact-Environment					
Elem.	3.097	2.919	2.979	2.893	.821
Sec.	3.029	2.992	2.839	2.800	.751
Total	3.068	2.944	2.928	2.861	.688

Table

Summary of Repeated Measures ANOVA across Classroom Observation Record

Variables	Phase 1, $\bar{X}$	Phase 2, $\bar{X}$	Phase 3, $\bar{X}$	Phase 4, $\bar{X}$	Prob.
Factor A					
Organized/Systematic					
Elem.	5.409	5.691	6.232	6.091	.000
Sec.	5.083	5.256	5.806	6.011	.003
Total	5.296	5.540	6.085	6.063	.000
Factor B					
Affective Awareness					
Elem.	4.874	4.912	5.565	5.312	.002
Sec.	4.672	4.983	5.533	5.211	.043
Total	4.804	4.937	5.554	5.277	.000
Factor C					
Student Behavior					
Elem.	5.109	5.038	5.538	5.591	.005
Sec.	4.478	4.544	4.722	4.994	.373
Total	4.890	4.867	5.256	5.385	.003
Factor D					
Surgent/Stimulating					
Elem.	4.968	5.115	5.503	5.526	.009
Sec.	3.928	4.361	5.167	5.128	.001
Total	4.608	4.854	5.387	5.388	.000

APPENDIX B

SELF CONCERNS-ADULT

Item 21 - Doing well when a supervisor is present
Item 25 - Getting a favorable evaluation of my teaching
Item 48 - Being accepted and respected by professional persons

SELF CONCERNS-PUPIL

Item 6 - Whether the students really like me or not
Item 18 - Acceptance as a friend by students
Item 37 - How students feel about me

TASK CONCERNS-INSTRUCTIONAL

Item 14 - Feeling under pressure too much of the time
Item 15 - The routine and inflexibility of the situation
Item 16 - Becoming too personally involved with students
Item 29 - Working with too many students each day
Item 43 - Lack of academic freedom

IMPACT CONCERNS-ACADEMIC

Item 22 - Meeting the needs of different kinds of students
Item 24 - Diagnosing student learning problems
Item 30 - Challenging unmotivated students
Item 47 - Guiding students toward intellectual and emotional growth
Item 53 - Whether each student is getting what he needs

IMPACT CONCERNS-ENVIRONMENT

Item 38 - Student health and nutrition problems that affect learning
Item 39 - The psychological climate of the school
Item 42 - Chronic absence and dropping out of students
Item 45 - Student use of drugs

TABLE 4

ITEM COMPOSITION OF COR FIRST ORDER FACTORS

FACTOR	ITEM	BEHAVIOR
ORGANIZATIONAL/MANAGEMENT (A)	14.	EVADING - RESPONSIBLE
	15.	ERRATIC - STEADY
	16.	EXCITABLE - POISED
	17.	UNCERTAIN - CONFIDENT
	18.	DISORGANIZED - SYSTEMATIC
	21.	IMMATURE - INTEGRATED
	22.	NARROW - BROAD
EMPATHY/RAPPORT (B)	6.	AUTOCRATIC - DEMOCRATIC
	7.	ALOOF - RESPONSIVE
	8.	RESTRICTED - UNDERSTANDING
	9.	HARSH - KINDLY
	19.	INFLEXIBLE - ADAPTABLE
	20.	PESSIMISTIC - OPTIMISTIC
PUPIL IMPACT (C)	1.	APATHETIC - ALERT
	2.	OBSTRUCTIVE - RESPONSIBLE
	3.	UNCERTAIN - CONFIDENT
	4.	DEPENDENT - INITIATING
SURGENCY/STIMULATION (D)	10.	DULL - STIMULATING
	11.	STEREOTYPED - ORIGINAL
	12.	APATHETIC - ALERT
RESIDUAL	5.	PARTIAL - FAIR
	13.	UNIMPRESSIVE - ATTRACTIVE

	Category	Description of Behavior
	1	Accepts Feeling: Accepts and clarifies the feeling and tone of students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are also included.
	2	Praises or Encourages: Praises or encourages student action or behavior. Jokes that release tension not at the expense of another individual, saying "uh-huh" or "go on" are included.
T	3	Accepts or Uses Students' Ideas: Clarifying, building on, developing, and accepting ideas of students.
E		
A	4	Asks Direct Questions: Asking a question about content or procedure with the intent the student should give a direct recall response.
C	41	Asks Probing Questions: Asking a question about content or procedure with the intent the student should give more information or explain
H		further a statement or answer.
E	42	Asks Higher Order Questions: Asking a question about content or procedure with the intent the student should give an answer that
R		requires opinion, analysis, synthesis, evaluation, etc. on the part of the student.
	5	Answers Student Questions: Answers to student questions regarding
T		content or procedure.
A	6	Lecture Content: Giving facts or opinions about the subject or
L		content of the class; expressing own ideas, asking rhetorical questions.
K	61	Lecture Non-Content: Giving information or making comments on procedures or topics other than content of class.
	7	Corrective Feedback: Telling a student directly that his answer or statement is incorrect.
	8	Gives Directions: Directions, commands, or orders to which a student is expected to comply immediately. Does not apply to information about procedures or future assignments.
	9	Criticizes or Justifies Authority: Direct statements of a critical nature intended to change student behavior from a non-acceptable to an acceptable pattern; bawling out the student; stating why the teacher is doing what he/she is doing so as to achieve or maintain control; rejecting or criticizing a student's opinion or judgment; using sarcasm.
S	10	Student Talk Initiated By Teacher: Talk by students in response to
T	T	requests or questions by teacher. The teacher initiates the contact
U	A	or solicits student's statement.
D	L 101	Student Initiated Talk: Talk initiated by students, not in response
E	K	to teacher talk.
N		
T	11	Student Questions: Questions concerning content or procedure that are directed to the teacher or other students.
S	12	Directed Practice or Activity: Non-verbal behavior requested or
I		suggested by the teacher. Seat work and small groups work are in this category.
L	13	Demonstration: Silence during periods when visual materials are
E		being shown or when non-verbal demonstration is being conducted by the teacher or by a student.
N	14	Constructive Silence: Silence during the classroom that is
C		constructive such as 'think time' or time given a student to respond to a question.
E	141	Non-Constructive Silence and Confusion: Periods of confusion where observer cannot understand communication, other special classroom activities not covered in above category.

CIAS Variable Description

1. Little i/d - Teacher behaviors coded in categories 1, 2, and 3 were divided by teacher behaviors coded in categories 7, 8, and 9 to form a "pure" measure of indirect (pupil oriented/supportive focus) to direct (teacher oriented focus) teacher behavior.

2. Big I/D - Teacher behaviors coded in categories 1 through 5 were divided by teacher behaviors coded in categories 6 through 9 to form a more "gross" measure of indirect to direct teacher behavior that took into account questions and lecture.

3. Teacher Talk/Total - The proportion of teacher verbal behavior recorded.

4. Student Talk/Total - Proportion of student verbal behavior.

5. Lecture/Total (Lec/Tot) - The proportion of lecture recorded in the classroom; category 6 and 61 constituted lecture.

6. Indirect/Total (Ind/Tot) - The proportion of "pure" indirect teacher behavior recorded (categories 1, 2, 3).

7. Direct/Total (Dir/Tot) - The proportion of "pure" direct teacher behavior recorded (categories 7, 8, 9).

8. Student Questions/Student Responses (StQ/StR) - Ratio of student questions (category 11) to student responses (categories 10, 101).

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